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ON

WAR, REVOLUTION, AND PEACE

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WHAT YOUNG PEOPLE OUGHT TO KNOW ABOUT WAR AND PEACE

By LUCIA AMES MEAD

Author of "Swords and Ploughshares"

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WHAT YOUNG PEOPLE OUGHT TO KNOW ABOUT WAR AND PEACE

SUGGESTIONS FOR TEACHERS

That the rising generation may wisely meet the problems sure to face civilization at the end of the war, it must be taught at school many things which the last generation never knew. This war will affect the incomes, taxation, charities, politics and outlook of generations to come. May 18, the anniversary of the first Hague Conference, should be utilized to give new information to be amplified incidentally through the year in the teaching of history, geography, literature, patriotism, civics and economics. The miscellany of music, poetry and isolated quotations which have frequently occupied the time on May 18 may well give way to solid instruction followed by questions or written themes. But vastly more will depend upon the teacher's moral earnestness and power to grasp the new situation than upon specific data that he imparts.

He must show that this war has not been due to blood lust of any people. It was the result of confused thinking, crooked logic, prejudice and economic illusions on the part of the powerful to whom the peoples blindly entrusted the power over life and death. But for the fearful speed of telegraphic ultimatums, the war might have been avoided. It will be the peculiar function of our cosmopolitan people to help bring together the embittered nations and to show the method of

obtaining permanent peace. We must begin at once to prepare for this stupendous task. The world's future as well as ours depends upon our success. Each pupil must be made to see his share in this great, new responsibility as a citizen of a country that is privileged to have tried that principle of federation which can alone save the nations from universal suspicion, conscription and eventually a still greater war.

The diplomats who will sit around a table to readjust boundary lines at the end of this war will face two alternatives—one to renew the futile rivalry of arms that has bred this war; the other, to co-operate and through a League of Nations to lead to world organization and a substitution of law for war.

These two great alternatives with their implications and philosophic bases may be so taught as to be understood by children from ten to eighteen years of age far better than they are understood by those parents who get their convictions from scare headlines; far better even than by many an educated man hide-bound by prejudice and unscientific theories of the past. Many things have been hidden from the wise and prudent professors, diplomats, editors and generals who caused this war which can be revealed to Bobbie Brown in the eighth grade. When he is twenty-one, that knowledge will count. What are some of these things?

(1) How to imagine what our opponents think.

Systematically develop imagination. Many good arithmeticians have no imagination in figures, e. g. how much a million men, acres, dollars are. Imagination in figures is needed every time one reads a newspaper. Knowledge of percentage may be used only once a year. Take the town as the basis of comparison. When referring to people, money or area make comparisons

with it, e. g.: A Boston child should know that the 600,000 Americans who perish annually from preventable causes would equal all in his city. Make figures live. Develop sympathy through imagination. End quarreling by making each little brawler play he was his own opponent and write out the other's side of the dispute.

In studying our three foreign wars, ask pupils to impersonate a Briton, Mexican, Spaniard and Filipino and state their point of view. Encourage each to get the point of view of each type of our cosmopolitan population, the rich, the poor, the Indian, negro and Chinese. Let skill in writing letters such as these men would write receive as much credit as skill in singing or drawing. The life of many a college graduate has been ruined because he could not imagine how others thought and felt.

(2) Interdependence of Modern Nations.

Show how the nations through steam, electricity, wireless telegraphy, foreign investments and commerce have now become as interdependent as the parts of the human body. Define organism and organization. In the lower grades, ask children to tell of everything in their homes that comes from a foreign country, from tea to Grimms' Fairy Tales. Set them to thinking of our indebtedness to all nations past and present. Ask them to get home help in bringing in the names of the great heroes, inventors, statesmen, authors and musicians of every land. Parallel columns might be kept upon the blackboard, headed "Greece," "Italy," "England," etc., and every week some new name added to the lists with a brief story and if possible a picture to illustrate. Why should children be taught to locate the Xingu river and to spell *pyramidal* and memorize a hundred items that do not touch their lives

before they have ever heard of Darwin or Shakespeare?

Let geography be made a more human study than it was to the last generation. Let reverence and gratitude for all the human effort of which we are heir be the outcome of this study of foreign lands. Let it be remembered that the great scholar—Elihu Burritt—was drawn to his effort for world organization upon realizing profoundly the political significance of man's need of the products of every land and clime and that each nation was designed to be the other's complement.

Early training will prevent the pernicious heresy from taking root, that war can not end until human nature changes. This error, preached in pulpit, war college and editorial chair, has paralyzed effort, and relegated to some far-off age that task of world organization which alone can abolish war.

(3) Organization.

Show that mere cessation of war is not peace. Europe has had no peace since it has had conscription and been an armed camp and acted on the theory that each nation to be safe must be stronger than any other!

Peace means the organized living together among nations.

The emphasis is on nations. Consider the growth of organized living together of cities, provinces and states; give picturesque description of the little armies in walled cities of Italy that sallied forth to fight each other in Dante's day; of war between the ancient provinces of England; later, after these were united, between England and Scotland and England and Ireland, and all this bloodshed due to lack of organization and co-operation. Above all, dwell on the constitutional period of American history, the part least

studied and the most significant. Picture vividly the friction between New York and its neighbor states, due to her tariff wall. Show how our colonies were bound by a rope of sand, Georgia being practically further from Connecticut than it is now from India, Washington could travel no faster on a horse than could Moses on a camel. Picture our provincialism; our lack of a sense of unity. Then give a dramatic account of that little group of mighty statesmen behind locked doors in Independence Hall inventing a method that, unknown to them, should not only bind the colonies together but, later, forty-eight states and, eventually, the nations of the world. (See John Fiske's "Critical Period of American History.") They did not try to change human nature but simply to make it easy to do right. They tried to keep man's latent deviltry dormant by sweeping aside what created friction and securing safety and justice.

Describe the interstate quarrels, all settled by the Supreme Court so quietly that half the citizens never heard of them. Though many states tried to secede in '61, no state ever went to war with another state. Show how the United States has been a world power from the start and its constitution has been the basis of every constitution written since. Make clear that ages before true brotherhood of man will be fully achieved, an organized living together among nations may be attained as truly as an organized living together among cities, provinces and states, despite the fact that within those states and nations violence will by no means entirely cease.

(4) The Hague Conferences.

When newspapers proclaim the futility of arbitration and their elders scoff at the Peace Palace, pupils must rely on teachers for the truth. Show that, though the causes of the war lay deep, the

immediate occasion was a matter that could have been settled by the Hague Tribunal. Had the dispute been taken there, Europe would not have broken into conflagration. To sneer at the Arbitration Tribunal as if, forsooth, it were at fault is like sneering at a physician whose mad patient throws his medicine out of the window. The story of the Hague Conferences in 1899 and 1907, their real achievements and the enormous possibilities of future Conferences should be part of the teaching in every school. Each May 18, the story should be told anew as found in Gulliver's "Friendship of the Nations," in bulletins of the United States Bureau of Education; in the chapter on "The World State," in Myers' "Modern History" and in the last chapters of "A Course in Citizenship."

When the war ends, and the victims in every land face their ghastly losses, will they not demand that this hideous folly of war shall not be repeated, that the only method which can bring security shall now be tried? But if there is not widespread knowledge of the way to peace, and if our country does not lead the way, their cries may be stifled in a world that has been so long under the censor and military law that democracy will have become but a mere name.

A LEAGUE TO ENFORCE PEACE

The essential features of this league which may be the first step toward world organization can be understood by children old enough to understand American history. First, a group of nations, as large a group as possible, that are pledged to send every dispute between them to an International Court. If it be a dispute that is not covered by law, it shall be investigated by a Commission of Conciliation which shall report the facts to the whole world before the disputants can fight. This

involves a "cooling-off" time which almost certainly would prevent war altogether. The enormous value of this delay should be emphasized and illustrated by the Doggerbank episode in the war between Russia and Japan. Children are always interested in the graphic story of the Russian admiral in the North Sea who fired on poor English fishing boats thinking they were Japanese torpedo boats and then sailed away regardless, while England was ablaze with wrath and hot for revenge. The provision made at The Hague in 1899, for investigation and delay before hostilities saved the day. A committee of five admirals from different countries heard the testimony in Paris and decided that it was merely a tragic blunder. They declared that they thought the Russians ought to pay $300,000 to the widows and orphans, and this was accordingly done although there was nothing but public opinion to enforce the decision.

The League of Peace provides that if a member breaks its pledge and goes to war all the others shall unite in using economic and military pressure to restrain it. In all probability, no force would ever have to be used, for one nation would hardly defy the whole league.

In high schools, detailed study should be made of all these principles and especially of the enormous power of the economic boycott or non-intercourse. This would mean cutting off of shipping, railroad, postal and telegraphic connections, refusal of loans and cancellation of patents, copyrights and passports, with supertax or continued extra tariffs if a nation remained long obdurate. The chambers of commerce have specially endorsed this form of compulsion.

The general principles involved in the cooling-off and boycott elements of this scheme can be illustrated by playground experiences; the neces-

sity for umpiring games will teach the need of umpiring between nations.

FUNDAMENTAL FALLACIES.

Deep-rooted, unscientific convictions about force are chiefly responsible for war. So long as most people in power think war just as inevitable as are storms and earthquakes, they create the very conditions that breed war. For fifty years a misconception of the Darwinian doctrine as applied to man has befogged the minds of scholars as well as of militarists, has deeply infected professorial teaching and blighted human progress through governmental action.

The present generation was brought up on a false interpretation of the Darwinian theory of "struggle for existence" and "the survival of the fittest." These two phrases were loudly heralded by all militarists as giving biologic basis for the doctrine of force. Darwin waited twelve years after the publication of the "Origin of Species" before he worked out the application of his theories to man. During that interval, sociologists as well as militarists made hasty and unwarrantable conclusions and widely proclaimed a doctrine that is the reverse of Darwinism. No one who reads the recent revelation of true Darwinism in "Social Progress and the Darwinian Theory," by George W. Nasmyth, Ph. D., can fail to realize the incalculable evil wrought for fifty years in the education of Europe in those doctrines which have logically led to the present war. True Darwinism gives the scientific basis for the golden rule and the moral law. The teacher's greatest task today is to give "in words of one syllable" the essence of the true Darwinism if he would help a bewildered humanity create a rational world.

(1) That man's inherited brute instinct causes war.

Show children that there is no war among the brutes. War means combined effort to destroy one's own kind. Only men do this abnormal thing. Brutes occasionally fight impromptu duels in the mating season, or they snarl over a bone, but they chiefly kill to eat and kill other species. Getting dinner is not war; single combat is not war. A pack of wolves never attacks another; lions do not kill lions, nor tigers kill tigers. But college graduates study physics to learn how to blow to bits the bodies of men whom they have never seen, and whose real interests are the same as theirs.

(2) That struggle for existence implies war.

Show how struggle and contest are wholesome, inevitable and endless. Multiply illustration; Peary struggling against Arctic frosts; Colonel Waring fighting yellow fever; Whitman struggling against frontier perils. Let the daily press supply the class with countless illustrations of heroic struggle against environment. If children must learn how many were wounded at Brandywine, let them also learn that 700,000 were last year wounded in industries, fighting poverty to win a living. Show how dangerous has been the confusion of thought which confounds the everlasting, necessary struggle against environment with deliberate destruction of one part of the organism of humanity by another part.

(3) That war created civilization and, as a college president declares, that "all progress has been made through war."

The latest science shows that primitive man, like the apes from whom man descended, lived on fruits and was peaceful. Only as men advanced

toward civilization and acquired tools, language, power of combining with his fellows, only as he gained foresight, became inventive and gained private property did war develop. Civilization created war, not war civilization.

All progress has been accompanied by war as well as by fire and disease, but there is no causal relation between them. Progress has been due entirely to invention, discovery, education and spiritual insight combined with industry and good will. It has come spite of war's hindrance; Columbus, Gutenberg and Watts, not Caesar, Tamerlane and Napoleon mark the world's progress.

(4) That there have been good wars.

The teacher will have no harder task than to get boys to see that it takes two sides to make a war. Their elders who prate of "righteous wars" and "just wars" always fail to see that had there been no aggression there would have been no justifiable defence. This defence is not a war but is only the excusable fifty per cent. of a total struggle which is also at least fifty per cent. unjust. Franklin's saying that there never was a good war recognizes that nothing that is half unjust can be called "good" or ever makes for progress.

Conquest cripples one producer at the expense of another, leaving the total wealth just so much less. To study fully the ramifications and philosophy of these condensed statements would give a primary school teacher more culture on vital topics than that possessed by most of the educated men of our day; yet even a child, through homely illustrations, may grasp the essence of a truth hid from more than one college president. Tell him that if Robinson Crusoe stands over Friday with a whip to make him dig, he too is a slave, chained to the spot as much as Friday. He can not go to

swim or take a nap lest Friday stop digging, but if the bright idea strikes him to make a bargain with Friday to work while he picks fruit for both, each is free and twice as much is produced. This principle should be illustrated by the pupils themselves in a score of ways.

(5) That a nation gains by injuring its neighbor's trade.

When many British newspapers are advocating permanent boycott of Germany's goods after the war and all possible injury to her trade, American children ought to be taught more than these know of elementary economics. Eighth grade pupils need to understand the following quotation from Norman Angell more than they do the rule of three: "The prosperity of an average German factory is distributed pretty evenly over some such factors as these: The capacity of a peasant in Provence who sells his olives in New York to subscribe to a South American loan, in order that a dock might be built on the Amazon to enable the manufacturer in England to sell furniture in Baku to a merchant whose wealth is due to the development of gasoline in an automobile trade in Paris." The destruction of German trade would injure both England and her allies. If German money and trade were shut out from Antwerp, the Independent declares "it would be a greater financial blow to Belgium than the German invasion."

(6) That all government is based on force.

All governments *use* force but none is *based* on it as much as on a dozen other things, to wit: consent of the governed; if most people wanted to commit burglary and murder we should need a policeman for every family. Most people obey the law willingly with no thought of the police; farming, industry, commerce, money, banks,

courts, legislatures, the press and schools support a republic. Ask pupils to tell in detail what would happen if any of these were abolished. Armies would be naked, starving mobs fighting with their fists were it not for the whole body of producers. Preparedness means the efficiency of a whole nation. When our nation had a small navy for decades we were never attacked and persuaded the great nations to arbitrate every dispute with us, e. g., the Alabama Claims and the Venezuelan Dispute.

Other dangerous fallacies are:—

(a) That armaments and defence are synonyms.

(b) That armies and navies are national police and must endure as long as city police.*

When a man is thirty it will make little difference whether he remembers the rule for the dative case. But his own life and his nation's may depend upon whether his generation has learned the antidotes for the poison of war fallacies; whether he puts the nation above humanity and the moral law or whether he feels that "Above all nations is Humanity."—[Reprinted from the Journal of Education.]

*For refutation of these apply for leaflets to the World Peace Foundation, 40 Mount Vernon Street, Boston.

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